

# USING ISLAMIC VALUE-BASED MATERIALS TO IMPROVE ENGLISH SPEAKING AND READING ACHIEVEMENTS OF THE STUDENTS OF SMP INTEGRAL LUQMAN AL HAKIM BALIKPAPAN

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## ABSTRACT

The study was examined the effectiveness of the Islamic Value-Based Materials (IVBM) that used in the English program of SMP Integral Luqman Al Hakim Balikpapan. The objectives were to find out the significant improvement of English achievements by using IVBM which limited in speaking skill and reading aloud, also students' perception about the use of IVBM in English class by employed quantitative descriptive and quasi-experiment as the design of the study. The sample was the seventh-grade students of SMP Integral Luqman Al Hakim Balikpapan and using the questionnaire as the instrument. By using SPSS version 25 to analyze the data, the findings showed a significant improvement in English speaking and reading achievement with IVBM as treatment. The gain score in term of speaking in the experimental group (24.62) was higher than the control group (12.86). It means that the use of IVBM has advantages or effective than the conventional method. In term of reading, the gain score in the experimental group (22.62) was higher than the control group (9.93). It means that the use of IVBM is more effective than the conventional method. The p-value is 0.042 lower than 0.05 ( $0.042 \leq 0.05$ ), it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted in this experiment. As the result, it can be seen the significant improvement in English speaking and reading achievement by using IVBM.

**Keywords:** *Islamic value, Islamic value, Islamic Value-Based Materials*

## INTRODUCTION

Commonly, parents enroll their children in Islamic schools to learn more about Islam deeply through every program. One of the added value of most Islamic schools is English program. However, the English materials used in most of the Islamic schools have a general content and value which is sometimes far away from Islamic value. Qur'an and Hadeeth were righteous and have to apply in every single part of Muslims' life without taking apart, or some, or refuse it, and will always relevant until forever. One of the most value that needs to understand by the Muslim are five pillars of Islam

and six pillars of Iman. These pillars need to be integrated into the lesson at the school to make the students understand and apply it in their daily life to live a religious life through habituation including speaking and reading as the important life skill.

However, the students need to prepare their communication skill to be the young Muslim speaker in the future. So do whether they speak, they should apply religious concept such as start everything by say bismillah (in the name of Allah), smile each other counted as charity, pay attention to the tone of voice according to the age of the interlocutors, greetings in case of meet or pass by another person, shake hands only with particular person, remind about something

according to the situation, showing a simple sample than complex words to others, and avoid argumentation but wise communication. The values contained some elements in speaking as a way of communication. Communicating by Islamic value has been mentioned in many verse and hadeeth of Qur'an. Allah Subhanahu Wa Ta'ala explained:

وَاطِيعُوا اللَّهَ وَرَسُولَهُ وَلَا تَنَازَعُوا فَتَفْشَلُوا وَتَذْهَبَ رِيحُكُمْ  
وَاصْبِرُوا إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

Means:

"And obey Allah and His Messenger, and do not dispute (with one another) lest you lose courage and your strength depart and be patient. Surely, Allah is with those who are As Sabiriyn (The patient ones, etc)." (Qur'an Surah Al Anfaal (chapter 8): verse 46)

Politeness, patience, and kindness are some elements of speaking criteria to explain something. A Muslim needs the knowledge to explain something as a basic, and the basis of knowledge in Islam is the Quran and hadeeth. Therefore, we need to learn about something before explaining to others and acted out daily. Learning in Islam is a must. Reading as a bridge to the world also has been commanded to Rasulullah as the first ayah or verse of Surah Al Alaq:

اقْرَأْ بِسْمِ رَبِّكَ الَّذِي خَلَقَ

Means:

"Recite (read). In the name of your Lord Who created."

Islamic value is not a new topic for a research, even though it has limited resources or

research about it. As an overview, the researcher found some research that using the topic. They are Munir and Hartono (2016), Khamdan (2008), and Rohmah (2013). Those researchers explore the using of an integration of Islamic religious content and value into English materials to apply in the class. In this research, the IVBM acted as an information and taken as an enriched input to maximized the absorption to students' memory, goes to perception level to understand and analyze the content, then process by dividing the information as important/unimportant, needed/unneeded, make it sense, and finally keep or release the information. Groome (2014) explained the process of perception in a human brain, which is leading to the making of input record that received and this process involves learning and memory storage.

IVBM are easy to learn and understand because it is related to students' prior knowledge. In this process, memory is strengthened through habituation in students' daily routine. IVBM defined as a material that delivered the culture and the Islamic value as the meaningful material to the class. The value such as the verse of Qur'aan, a piece of hadeeth, story of Rasulullah, the story of sahabah/sahabiah/tabe'en and others. Religious values integrated into all kinds of English competencies. In this research, the using of the material limited in speaking and reading aloud achievement as a part of students' preparation to be a young Muslim speaker with a rich habitual knowledge in the future.

## METHOD

This research examined the effectiveness of the IVBM used in English program of SMP Integral Luqman Al Hakim Balikpapan by using quantitative research with the quasi-experimental design chosen as the research method to measure the improvement of the achievement. Based on the limited number of population, it employed saturated sampling as technique sampling. The subject is the seventh grader of SMP Integral Luqman Al Hakim Balikpapan that divided into two groups as the experimental group (EG) with 13 students and the control group (CG) with 14 students. The oral test contained pretest and posttest were measured by using criteria in Heaton (1988) and the questionnaire used as the instrument to measure the improvement of students achievement especially on speaking and reading aloud, then analyzed by using Likert Scale.

Treatment was conducted in six meeting, with ninety minutes for each. The data result analyzed by using of Statistical Package for the Social Science (SPSS) version 25.00 to described in five parts namely the Students' frequency and percentage score, Students' mean and standard deviation score, Pretest and posttest inferential analysis, Significance test, and Gain score of the achievements. Then, they were continued with Perception of the students' toward the use of IVBM approach by using a questionnaire that has been adapted and validated.

## FINDINGS AND DISCUSSION

To compare the situation before and after treatment, the result can be seen from the data below:

### Students' Frequency (F) and Percentage (p) Score

Table 4.7 Students' frequency and percentage of pretest and posttest score in experimental and control group in speaking achievement.

Classification	Score	Pretest				Posttest			
		EG		CG		EG		CG	
		F	p	F	p	F	p	F	p
Excellent	90 – 100	1	7.7	-	-	8	61.5	2	14.3
Very Good	80 – 89	1	7.7	-	-	2	15.4	3	21.4
Good	70 – 79	4	30.7	3	21.4	1	7.7	1	7.1
Average	60 – 69	2	15.4	1	7.1	2	15.4	1	7.1
Below Average	≤59	5	38.5	10	71.4	-	-	7	50
Total		13	100	14	100	13	100	14	100

The pretest in table 4.7 reveals the position of the students' achievements mostly in below average categories before using IVBM in the treatment. By the data, it can be seen that in experimental group and control group was none got excellent, there is 1 (7.7%) student got very good, 1

(7.7%) student got very good, 4 (30.7%) are in good category, 2 (15.4%) of the students' categorized as average, and 5 (38.5%) students categorized as below average. Otherwise, in control group, there are 3 (21.4%) students are categorized as good students, there was none got very good, 1 (7.1%) categorized

in average, and 10 (71.4%) students categorized as below average. The data result portrayed the achievement of students in the experimental group and control group before giving treatment by using IVBM is almost the same that students dominated the below average category.

The posttest in table 4.7 also presented the result after using IVBM in the treatment where most of the students in the experimental group dominated by the excellent category and control group dominated by the below average category. In the experimental group, there are 8 (61.5%) students are categorized as excellent, 2 (15.4%) students'

categorized as very good, 1 (7.7%) student got a good category, 2 (15.4%) got average, and there was none got below average category. Otherwise, in control group, there were 2 (14.3%) students are categorized excellent, 3 (21.4%) of the students' got very good, 1 (7.1%) student got good, 1 (7.1%) student got average, and 7 (50%) of the students' got below average category. The result showed the speaking achievement of students of the experimental group after treatment by using IVBM is improving, otherwise in the control group are almost the same before treatment.

Table 4.19 Students' frequency and percentage of pretest and posttest score in experimental and control group in reading achievement.

Classification	Score	Pretest				Posttest			
		EG		CG		EG		CG	
		F	p	F	p	F	p	F	p
Excellent	90 – 100	-	-	-	-	8	61.5	-	-
Very Good	80 – 89	2	15.4	-	-	-	-	4	28.6
Good	70 – 79	4	30.7	3	21.4	3	23.1	2	14.3
Average	60 – 69	2	15.4	1	7.1	2	15.4	-	-
Below Average	≤59	5	38.5	10	71.4	-	-	8	57.1
Total		13	100	14	100	13	100	14	100

The pretest in table 4.19 displayed the result in term of students' reading achievement in the experimental and control group where most of the students were in below average categories. The data in the experimental group and control group were none got excellent. In the experimental group, there are 2 (15.4%) students got very good, 4 (30.7%) student got good, 2 (15.4%) of the students' categorized as average, and 5 (38.5%) students categorized as below average. Otherwise, in control group, there are 3 (21.4%) students are categorized as good students, there was none got very good, 1

(7.1%) categorized in average, and 10 (71.4%) students categorized as below average. It means, the achievement of students in the experimental group before giving treatment by using IVBM and the achievement of students in the control group are almost the same that students are dominated the below average category. The posttest in table 4.19 illustrated the result where most of the students in the experimental group are dominated by the excellent category and in control group is dominated the below average category. In the experimental group, there are 8 (61.5%) students are categorized as excellent, 3

(23.1%) students' categorized as good, 2 (15.4%) got average, and there was none got below average category. Otherwise, in control group was none got excellent, there are 4 (28.6%) students are categorized very good, 2 (14.3%) of the students' got good, 8 (57.1%) student got below average category.

It means, the reading achievement of students in the experimental group after treatment by using IVBM is improving and reading achievement of students in the control group is almost the same before treatment.

### Students' Mean and Standard Deviation Score

Table 4.24 Students' mean and standard deviation score of pretest and posttest in Speaking and Reading

Group	Group Statistics							
			Speaking			Reading		
		N	Mean	Std. Deviation	Std. Error Mean	Mean	Std. Deviation	Std. Error Mean
Experimental	Pretest	13	62.50	19.186	5.321	62.00	15.908	4.412
	Posttest	13	88.89	14.699	4.076	85.67	13.477	3.738
Control	Pretest	14	49.60	21.023	5.618	51.04	17.561	4.693
	Posttest	14	62.69	23.976	6.407	61.04	20.429	5.460

Table 4.24 exhibited an improvement of the mean score of the pretest and posttest of speaking and reading achievement after giving IVBM in treatment. The mean score and the standard deviation of the students' pretest in the experimental group were 62.50 and 19.186, and in posttest were 88.89 and 14.699. Otherwise, the mean score and standard deviation of the students' pretest in control group exposed were 49.60 and 21.023; in posttest were 62.69 and 23.976. It means, a higher mean score of posttest than pretest ( $88.89 > 62.50$ ) and ( $62.69 > 49.60$ ). The mean score in posttest of the experimental group and control group were 88.89 and 62.69. It means that the mean score of the experimental group is higher than the control class ( $88.89 > 62.69$ ) and standard deviation for the experimental class and the control class were 14.699 and 23.976.

The table also displayed the mean score and the standard deviation of the students' pretest in the experimental group were 62.00 and 15.908, and in posttest were 85.67 and 13.477. Otherwise, the students' pretest in control group exposed mean score and the standard deviation were 51.04 and 17.561; the mean score and the standard deviation of posttest were 61.04 and 20.429. It means, a higher mean score of posttest than pretest ( $85.67 > 62.00$ ) and ( $61.04 > 51.04$ ). The mean score of students' posttest of the experimental class and the control class were 85.67 and 61.04. It means that the mean score of the experimental class is higher than the control class ( $85.67 > 61.04$ ) and standard deviation for the experimental class was 61.04 and the control class was 20.429. The students mean score of the experimental class and the control group was statistically the same, and it is improving. The experimental group in this research showed a

significant improvement than the control group in speaking and reading achievement.

### Pretest and Posttest Inferential Analysis of the groups

The following table interpreted the achievement of the students' pretest and posttest in the experimental group before and after giving a treatment of IVBM.

Table 4.30 The Independent Sample t-test of Speaking Pretest Score in EG and CG

		Levene's Test for Equality of Variances					t-test for Equality of Means		95% Confidence Interval of the Difference	
		f	Sig	t	df	Sig (2-tailed)	Mean Diff	Std. Error Diff		
									Lower	Upper
Score	Equal Variances Assumed	.160	.692	1.991	25	.058	15.362	7.716	-.529	31.254
	Equal Variances not Assumed			1.995	24.984	.057	15.362	7.700	-.498	31.223

Table 4.30 exhibited the result of the speaking pretest which can be seen that the P value (0.692) is higher than level significance ( $\alpha$ ) = 0.05, a homogeneous of sample condition in pretest. It showed the t-test is 1.991 with df (degree of freedom)

is 25 and P value in the box of the sig. 2 tailed is 0.058. The P value is higher than level significance ( $\alpha$ ) = 0.05 (0.058 > 0.05). This displayed that there is no significant difference in the pretest or in other words, the alternative hypotheses ( $H_1$ ) is rejected.

Table 4.31 The Independent Sample t-test of Speaking Posttest Score in EG and CG

		Levene's Test for Equality of Variances					t-test for Equality of Means		95% Confidence Interval of the Difference	
		f	Sig	t	df	Sig (2-tailed)	Mean Diff	Std. Error Diff		
									Lower	Upper
Score	Equal Variances Assumed	6.077	.021	3.667	25	.001	27.121	7.396	11.888	42.353
	Equal Variances not Assumed			3.733	21.624	.001	27.121	7.265	12.039	42.203

Table 4.31 revealed the result of speaking posttest. It can be seen that the P value (0.021) is higher than the level of significance ( $\alpha$ ) = 0.05, a homogeneous of sample condition in posttest. It

showed the t-test is 3.667 with df (degree of freedom) is 25 and P value in the box of the sig. 2 tailed is 0.001. P value is lower than level significance ( $\alpha$ ) = 0.05 (0.001 < 0.05). This displayed a significant

difference in the posttest or it is an acceptable alternative hypothesis ( $H_1$ ). The research hypotheses

by using IVBM improves students' speaking achievement is proven.

Table 4.32 The Independent Sample t-test of Reading Pretest Score in EG and CG

		Levene's Test for Equality of Variances					t-test for Equality of Means		95% Confidence Interval of the Difference	
		f	Sig	t	df	Sig (2-tailed)	Mean Diff	Std. Error Diff		
									Lower	Upper
Score	Equal Variances Assumed	.014	.906	2.142	25	.042	12.852	5.999	.497	25.206
	Equal Variances not Assumed			2.142	24.839	.042	12.852	5.999	.492	25.212

Table 4.32 illustrated the result of reading pretest. It can be seen that the P value (0.906) is higher than level significance ( $\alpha$ ) = 0.05, the sample condition in pretest is homogeneous. The t-test is 2.142 with df (degree of freedom) is 25 and P value

in the box of the sig. 2 tailed is 0.042. P value is higher than level significance ( $\alpha$ ) = 0.05 (0.042 > 0.05). This displayed that there is no significant difference in the pretest or in other words, the alternative hypotheses ( $H_1$ ) is rejected.

Table 4.33 The Independent Sample t-test of Reading Posttest Score in EG and CG

		Levene's Test for Equality of Variances					t-test for Equality of Means		95% Confidence Interval of the Difference	
		f	Sig	t	df	Sig (2-tailed)	Mean Diff	Std. Error Diff		
									Lower	Upper
Score	Equal Variances Assumed	6.490	.017	3.994	25	.001	25.538	6.395	12.368	38.709
	Equal Variances not Assumed			4.056	22.520	.001	25.538	6.296	12.498	38.579

Table 4.33 displayed the result of reading posttest. It can be seen that the P value (0.017) is higher than level significance ( $\alpha$ ) = 0.05, a homogeneous of sample condition in posttest. The t-test is 3.994 with df (degree of freedom) is 25 and P value in the box of the sig. 2 tailed is 0.001. The P-

value is lower than level significance ( $\alpha$ ) = 0.05 (0.001 < 0.05). This displayed a significant difference in the posttest or it is an acceptable alternative hypothesis ( $H_1$ ). The research hypotheses by using IVBM improves students' speaking achievement is proven.

## Significance Test (t-test)

Table 4.34 The P-value of the Students' Achievement.

Variables	Students' Speaking Achievement			Students' Reading Achievement		
	Probability	Alpha ( $\alpha$ )	Remarks	Probability	Alpha ( $\alpha$ )	Remarks
Pretest of EG and CG	0.058	0.05	Not significantly	0.042	0.05	T-value is lower than T-table
Posttest of EG and CG	0.001	0.05	Significantly different	0.001	0.05	T-value is lower than T-table

Based on the result of table 4.34, it can be seen that the P-Value (0.058) is bigger than alpha (0.05) the level of significance in speaking achievement and the P-Value (0.042) is smaller than alpha (0.05) the level of significance in reading achievement. Through the finding, it can be stated that the difference between the students' speaking and reading achievement in experimental and control groups was significant. It showed that the t-value was

smaller than the degree of freedom 25 and P value 0.042. It means that  $H_1$  was accepted and  $H_0$  was rejected in this posttest. It revealed a significant difference in the students' score between the groups after receiving the treatment by using IVBM was significant. By the finding, the researcher concludes that IVBM is more effective than a conventional method to enhance students' speaking and reading achievements.

## Gain score

Table 4.35 The Mean and Gain Scores of the Students' Pretest and Posttest in Speaking and Reading Achievement.

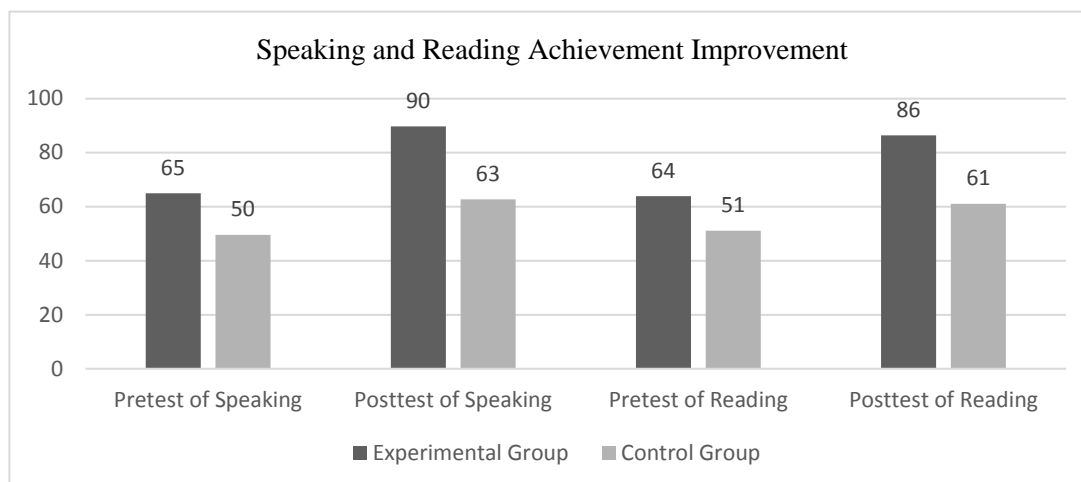
Achievement Area	Group	Mean Score		Gain Score
		Pretest	Posttest	
Speaking	Experimental	65.07	89.69	24.62
	Control	49.71	62.57	12.86
Reading	Experimental	63.92	86.54	22.62
	Control	51.07	61.00	9.93

Table 4.35 displayed the gain score of experimental and control groups in the speaking and reading achievement area. Both of the groups pictured an improvement in students' speaking and reading achievement. However, in the experimental group, the gain score (24.62) was higher than the gain score in the control group (12.86) of speaking. The gain score exposed at the experimental and control

groups in the reading area. However, in the experimental group, the gain score (22.62) was higher than the gain score in the control group (9.93). It means the use of IVBM has advantages and better than the conventional way. This is indicated that using IVBM improved the speaking and reading achievement of students' in the experimental group.



## Graphic of Speaking and Reading Achievement Improvement



Graphic 4.1 Speaking and Reading Achievement Improvement of Experimental Group and Control Group

### Perception of the Students

Based on the questionnaire had distributed to the students in the experimental group at SMP

Integral Luqman Hakim Balikpapan, the researcher found the score interval of students' perception that can be seen in the table below:

Table 4.36 Percentage of the students' perception toward RVBM language teaching

Interval Score	Category	Perception toward RVBM	
		F	%
81-100	Very high	9	69.23
61-80	High	4	30.76
41-60	Moderate/average	-	-
21-40	Low	-	-
0-20	Very low	-	-
Total		13	100

The data on the students' interval score on the questionnaire in table 4.36 revealed the use of IVBM in teaching speaking and reading was effective and invites students' interest. It displayed that the 9 (69.23%) students felt strongly positive, 4 (30.76%) of the students felt positive, and there was none of the students felt moderate, negative or strongly negative. It means that the students had a high influenced toward learning to speak and reading through IVBM. It means IVBM was helpful

materials according to the students so it was giving a good perception based on students.

Based on the data displayed, the situation of the students disclosed as follows:

- 1) Speaking achievement improvement
  - a) Before using IVBM as treatment, students got hesitate to communicate by using English.

At first, students got hesitate to communicate by using English in both of the groups. This condition

happened as the result of a low practice that led to a lack of vocabulary, and grammar to accustomed English for their speaking skills.

- b) Before using IVBM as treatment, students did not have much chance to practice English

While doing the treatment, the teacher gave the students more chance to practice, and it made the students eager to improve their communication skills. This condition as a result of a minimum chance to practice that caused by lacking in many areas.

- c) Before using IVBM as treatment, students were lack of vocabulary and grammar.

Students learned and built their confidence by collecting vocabulary and grammar, then express their idea into real communication that happened around them. Those vocabularies come from their daily activities as a student and a Muslim. However, the students' vocabularies are not really improved and affecting their learning if use other materials. The speaking practice that the students got also enriched with IVBM which come from their background as Muslims and practice in their daily life as a real communication context. It means, they understand and believe the benefit and effectiveness of the activities in their life.

- d) After using IVBM as treatment, students got improvement in all components.

All of the components in the speaking area were improved in the posttest. Most of the students in the experimental group grow to speak accurately, fluently, and comprehensive, and this improvement made the listener could understand the content of the sentence easily. Students were tried to produce their

best sentence as good as they could. Students' speaking skill was improving through the treatment process that involved them by using the ideas, information, and memory related to their prior knowledge as Muslim students that they have to make an interactive and meaningful communication. Their improvement helped by the value and content brought by the related topic such as Use my time wisely, Polite Muslim, What can I help you? etc. Meaning of materials content and value used to depend on where it occurs, including the students in their collective experience and the purposes of speaking, in this term is religious value.

- e) After using IVBM as treatment, students' pronunciation is gotten better.

As much as speaking practice the students have the treatment helped the students pronunciation. The indicator of the good pronunciation is when the student speaks, most of the people as a listener who hears the words or sentences is understand the meaning.

## 2) Reading achievement improvement

- a) IVBM decrease students' failure to understanding the text

In the same condition of speaking skill, less practice made the students hard to understand most of the text given in daily activities. The students also got difficulties to read a text that caused a misunderstanding about the content of the text. There are several different ways that caused a reader failed to understand; they are failures to understand the words, the sentences, the relations between sentences, and the sentences as a whole.

- b) IVBM helps the improvement in reading aloud components

The result of the treatment process in term of reading shows improvement in the components, they are accuracy, fluency, comprehensibility, vocabulary, and language use or grammar. This improvement made the listener understand the meaning of words in text easily.

- c) Practice needs certain time and variation topics of IVBM

The improvement after treatment is supported by the topic, type, and content of the text that related to their daily activities as a Muslim, specifically as Muslim students, especially after reading some text about use my time wisely, a good Muslimah, polite Muslim, and other topic, or about the story of Rasulullah the messenger and sahabah the companions. It is related to the topic of background knowledge with students' difficulties in comprehending the text. It means the background or prior knowledge as a Muslim student can influence their reading comprehension.

The researcher decided that IVBM is more effective to improve speaking achievement than reading achievement. The effectivity caused by the practices that can be done everywhere and every time. Compare to reading aloud, the practice needs certain time and variation topics contain IVBM that limited. IVBM tried to provide the students with opportunities to use the target language to achieve communicative purposes. In this case, the purposes were meaningful information, interaction, politeness, content, strategies, and expression.

## **Perception of the Students**

The analysis of the questionnaire showed that the use of IVBM influence significantly the students speaking and reading achievements through their understanding of the matter of lesson, content, and material of the lesson. Their understanding helps the students perception about IVBM.

## **CONCLUSION**

Before applying IVBM, the students mostly had the same ability to speak and read except some students that have different ability since they have a different background such as their elementary, family education background, and Islamic understanding perception. After the students were treated IVBM in the experimental group that made a positive improvement in their speaking and reading achievements. The students' both groups reach good classification. However, the students in the experimental group got a better result since they were taught by using IVBM than the control group since they were taught by using conventional way. The result showed that IVBM is more effective to speaking skill of the student rather than reading achievement. There is a significant difference between the students' speaking and reading achievement in the experimental group than the control group.

1. The treatment of speaking gave some practice which is deep and in various activities. This treatment helps to improve the students' speaking ability. Students' vocabularies and grammar are developing nicely. Hesitation is decreasing through chance that given to the students. At the same time, their confidence is increasing. This condition showed a significant

improvement in English speaking achievement by using IVBM.

2. Failure of understanding the text occurred as a result of less chance to practice. Most of the students read aloud accurately, fluently, comprehensive, with a better vocabulary, grammar, and pronunciation after treatment by using IVBM. This improvement made the listener can understand easily the sentence produced by students after treatment. Teaching activities as treatment are supported by the topic, type, and content of the text that related to their daily activities as a Muslim, specifically as Muslim students. This connected with the students' prior knowledge as Muslim students, in which, materials in the treatment acted as information through the process that needs to absorb, processing, make sense, and then use if it has benefit to our lives. This steps helped to show the significant improvement of English reading achievement by using the IVBM.
3. Using IVBM gave a good influence through the treatment. This result could be seen through the analysis of questionnaire which showed a significant development of the students speaking and reading achievement through their understanding about the matter of lesson, content, and material of the lesson. The using of the questionnaire to measure the students' perception about the use of IVBM in English class showed the result that has been expected insignificance of the research.

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